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ABSTRACT

Contained in this report are: (1) survey of work-orientation theories and projects which both reviews the literature on the subject and describes innovative work-oriented curricula now being implemented; (2) an introduction to the goals and purposes of the Indian Hill Junior High School Job Club Project, a project which attempted to promote the vocational development of low income area students and to enhance their communication skills; (3) a description of the project, including an initial questionnaire, pre- and post-club data on the sample, and conclusions from the project; (4) comparisons of Inidan Hill students' with 158 middle-class students' work orientation; (5) implications of the project; (6) guidelines for a ninth grade course in occupations, including behavioral objectives, course content, course activities, and evaluation and individual counseling; and (7) a 90-item bibliography. (DD)

TEACHING COMMUNICATION SKILLS IN THE CONTEXT OF THE WORLD OF WORK: A PILOT PROJECT

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Barbara L. Brilhart

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PREFACE

A SURVEY OF WORK-ORIENTATION THEORIES AND PROJECTS

The survey of projects was initiated by Miss Kessler, who located sources pertaining to work-orientation in the junior high school, remedial programs for drop-outs, and programs in which language skills were taught in the context of teaching units and courses in occupations.[1] A form was mailed to various cities to obtain curricula and reports on projects.

During the summer of 1968, the author read 200 articles, curricula and project reports in an effort to gain insights into objectives, activities and evaluations of work-orientation programs. The result of this survey will be reported in three sections: (1) concepts of work-orientation; (2) innovations in work-oriented curricula; and (3) integration of communication skills and occupational skills.

Concepts of Work Orientation

Theories and concepts of work-orientation were examined with a focus on the junior high school child and his specific growth needs. Most theorists and curriculum specialists seem to agree that the junior high age or early adolescence is critical to the identification of the "self" in relation to one's choice of his life's work or goals. Relevant work orientation for the junior high school would need to meet the problems peculiar to this age group, and must be designed to prevent pupils from dropping out of school.

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[1] An excellent initial source was Robert Hoppock's Occupational Information, 3rd ed., New York: McGraw-Hill, 1967.

Thus, this section will present the literature on concept of vocational development at the junior high school level, problems specific to the junior high school age, and implications and recommendations for a relevant work-orientation curriculum.

Concepts of Vocational Development - Several writers have been concerned with identification of the stages in the process of vocational development. Hershenson (1968), for example, suggests that vocational development can be conceived as occurring in a 5-stage process, each stage defined by the way in which energy is used and characterized by a related vocational mode: the social-amniotic or awareness stage is characterized by existence or being; the self-differentiation or control stage by play; the competence or directed energy stage by work; the independence or goal-directed stage by the selection of an occupation; the commitment or invested energy stage by the selection and commitment of a vocation.

Consistent with Hershenson's concept is O'Hara's (March, 1968), which delineates the stages of vocational learning as vocational readiness, vocational goal-directedness, perceptions of problems and framework in vocational choice, and the need for vocational symbolization.

Most recent writers appear to agree with the point of view of Ivey, Allen and Morrill (1968) that the concept of career process is "the continuing process through which a person engages in the sequence of developmental tasks necessary for personal growth in occupation life." (p. 645) They were of the opinion that this view of career process is probably unpopular with those who wish to maintain vocations, career guidance and the like as "separate and distinct professional fields." (p. 645) Their statement

appears to summarize a modern viewpoint: "Work is not a separate part of life; it is part and parcel with the entire developmental pattern." They stress the idea that, from this viewpoint, there is no need to separate feelings and intellect in the career process.

If vocational development is a process, when are pupils ready to do specific vocational planning? Gribbons (1964), in a study of eighth and tenth grade pupils, concluded that the main criteria for readiness for vocational planning were the students' awareness and consideration of important factors when making decisions and their willingness to take responsibility for their decisions. Gribbons and Lohnes (1967), in utilizing their Readiness for Vocational Planning (RVP) scales, found that judged success or failure in career adjustment two years out of high school was significantly related to eighth grade RVP scores. Their data suggests that vocational maturity is a measurable syndrome as early as the eighth grade, but that RVP traits by the tenth grade are of unsatisfactory validity.

In a large scale study of ninth grade boys, Super and Overstreet (1960), in efforts to define vocational maturity and implications for vocational planning, found that vocational maturity at this age consists of orientation to vocational choice tasks and, perhaps, the use of resources in becoming oriented to occupations. Specifically, maturity appears to be characterized by awareness of the need for vocational choices, knowledge of factors which should be considered in the choice, awareness of consequences which affect vocational choices, acceptance of responsiblity for making choices and plans alone or with informed persons, obtaining information

about one's preferred occupation, and having plans for training and entering that occupation.

In short, it would seem that the current viewpoint of vocational development emphasizes vocational knowledge and responsibility as an ongoing process. However, theories and evidence also suggest the need and readiness for increased awareness and responsibility for some vocational planning early in junior high school, specifically at the eighth or ninth grade levels.

Vocational Problems in the Junior High School - It is generally agreed that the goals of vocational teaching should not be specific vocational choices at the junior high level. Arbuckle (1963), for example, states that "the problem at this stage is not so much helping the child to make a decision, but to continue with one of the major functions of the school--helping him to develop the attitudes, the understandings, the skills so that he may learn how to make a decision or how to make increasingly critical decisions." (p. 401)

A criticism of Super and Overstreet's view of vocational maturity espoused by Caplan, Ruble and Segal (1963), states that since "vocational maturity is not currently being achieved by many junior high school students, . . . an alteration of focus for guidance at this level might be considered . . ." (p. 135) They suggest that the school work with pupils, particularly in transitional communities or disadvantaged neighborhoods, to develop a more realistic self-concept. They stress the fact that many children in these neighborhoods "need to understand themselves and the world at large before the question of vocational choice becomes realistic." They state further that the techniques, particularly of guidance, which are most effective "need to

be further refined, and it would appear that in disadvantaged areas, since typical methods are not effective, perhaps more structured, less informal approaches may merit increasingly experimental attention." (p. 135)

In addition to the socio-cultural problems affecting vocational readiness are those which breed potential drop-outs at the junior high school level. A seemingly popular but erroneous view of the high school drop-out is that he is an individual of low intelligence who is not able to adapt to the demands of work provided by the school.

However, French and Bartell (1968) studied drop-outs in the state of Pennsylvania who had I. Q.'s of 110 or above, and discovered that over twenty percent had dropped out because they did not like school. Furthermore, "what most of the drop-outs wanted of school was 'practical' courses which would assist them with 'living in the real world.'" They further state that:

> There is reason to believe that their perception of the content of many courses was not altogether unrealistic. However, their perception of the world of work and non-student days may have been unrealistic. Not only should course content and sequence be examined with idea of making class activity as meaningful and practical as possible, but there is need of part-time work for students and on-the-job training for workers. A guided and gradual entry into the role of wage earner seems to be desirable. (p. 166)

One of the acute problems, particularly at the junior high school level, is the identification of potential drop-outs in order to provide a preventive program. To meet this problem, Bonfield (1968) developed and validated from responses on the Minnesota Vocational Interest Inventory a drop-out scale which adequately differentiates high ability drop-outs from high ability persisters.

A simple identification of potential drop-out technique utilized by Davis (1962) was to ask the school principal to rank students according to frequency of referral to his office. The assumption that behavior problems in the classroom is somewhat related to ultimately dropping out of school appears to have some validity.

Problems of vocational planning in the junior high school appear to be compounded by pupil confusion of concepts of occupational plans and occupational aspirations. Stephenson (1955), for example, found no correlation between ninth graders' occupational plans and their fathers' occupations. However, the pupils' occupational plans (what they said they would do) were nearer to the fathers' occupations than were their occupational aspirations (what they really wanted to do). Furthermore, aspirations were often lowered in practical vocational planning.

Thus, while there appears to be some disagreement on how specific vocational planning in the junior high school should be in order to develop vocational maturity, there appears to be agreement on the needs for self and vocational awareness, on the tools for vocational decision-making, and on the identification of and specialized programs for potential drop-outs.

Implications for a Work-Orientation Curriculum - Work-orientation theories point to the need for flexibility and individualized approaches with an emphasis on the relationship of the pupil's self to the materials that he studies. Consistent with this view is the notion that the schools must change to become relevant to the individualized needs of pupils. For example, Wiener (1965), states:

> The change in our educational institutions is mandatory. There is no sense in preparing only a portion of the youth for the world of work and leaving a sizeable minority totally unfit to make a living. (p. 254)

Consistent with this view is the statement made in an Omaha survey report directed by Parrish (1964):

> The school should meet the dropout challenge by making certain that a complete continuum of curricula is offered which meets the needs, interests and abilities of all students. (p. 143)

An extension of the emphasis on individual needs is the de-emphasis on college preparation as the primary function of the school. In their study of drop-outs, for example, French and Bartell (1968) state:

> In spite of the fact that an ever-increasing number of students extend their education into the colleges and universities, there are still large numbers of boys who must rely only upon a high school education. Many, if not most, of these young men of high ability will perform vocational tasks which demand skill and training. Frequently, the lack of such training forces them into less demanding endeavors or into special on-the-job training programs sponsored by employers. The number of trade oriented high school courses can be increased and the content and method of others can be improved to better meet the needs of high ability youth. (p. 166)

For Omaha, the report directed by Parrish (1964) states:

> Schools should modify the emphasis on a preparatory program for college or what is thought to be prestige education: no single course or curriculum has the features of status, prestige or recognition. There should be a program planned to the abilities and needs of all students for whom public education has responsibility. (p. 143)

Implications for the curriculum meeting individualized needs are that the role of the counsellor should be increased within the context of the school to deal with vocational development. According to Samler (1961):

> . . . the type of occupational information literature available to the counselor does not reflect the ideas and insights suggested as essential for man at work. . . . There is such a literature, but

> it does not happen to be in the sources generally used by the counselor . . . The basic orientation of present occupational literature is toward job analysis and the Economic Man. We must look, therefore, to the psychological and sociological sources. (p. 462)

He suggests such sources as the American Sociological Review and the American Journal of Sociology for the school counselor.

Pritchard (1962), in citing the need for counseling in occupational exploration, states that "self-exploration and occupational exploration should become more fully correlative processes." (p. 677)

In seeming disparity with Samler's and Pritchard's views is that of Roeber (1965), which emphasizes the need for the total junior high curriculum (rather than the counsellor) to include concepts and materials on the "career development process" and the nature and meaning of education and work. He cites the following obstacles to change of the curriculum in the needed direction:

1. Perceptions of career development are still fixated upon the old model of occupational choice, i. e., the goal of career planning is a permanent occupational choice.

2. There seems to be more status in the minds of some people with digging into the "psyche" than working with career development.

3. The attitude that career development is much too complex for the schools to do much about it other than offering one-shot extravaganzas such as career days, college days, career units, etc.

4. Counselor is held responsible for all that takes place in career development. (p. 90)

In summary, it would seem that while the role of the school counselor in enhancing vocational development is not clearly agreed upon, the role of the school in providing relevant vocational training for all individuals is

vital. Furthermore, the development of self-concept is tightly interwoven with the development of a vocational identity, and both must be fostered through a meaningful curriculum. It is necessary that we next look at some of the projects which have attempted to modify the curriculum in this direction.

Innovations in Work-Oriented Curricula

In a summary of research efforts on the teaching of occupations in the United States, Sinick and Hoppock (1965) indicate an increased recognition of the need for improved teaching of occupations and expanded research in the area. Since this publication, many programs have been added or expanded, some of which have not been evaluated at all. The range of efforts spans full-scale vocational programs on a city-wide basis through course units taught by individual teachers. Some programs are aimed at providing career guidance for pupils at various achievement levels, while others are aimed at providing specific help for potential or actual drop-outs.

Total School Programs - One of the most ambitious curriculum innovations is the Pittsburg Public Schools' Occupational, Vocational, Technical (OVT) program (Kishkunas, 1967), which influences grades 6 through 12 throughout the city. Three levels of advisory committees including citizens meet regularly with school staff to counsel them as to the appropriateness of course content, equipment, teacher requirements, etc. By September, 1965, all high schools had some of the forty-one different skill-centered programs as part of their regular curricula available to all students. A survey which influenced the planning of OVT indicated that more than 50 percent of

all subject matter necessary to qualify for entry-level employment was common throughout all the jobs within an occupational family grouping; thus, it was not too difficult to develop and implement school programs for 109 classifications.

The OVT program stresses reading skills, since it is aimed at students who are slow-learning or are "just getting by" in the regular classroom. Grades 6 through 8 stress readings and other exploratory experiences, while the upper grades channel pupils into specific skill training.

Other programs such as those provided in the New Haven Public Schools, the Milwaukee Public Schools (The Youth Incentive Program co-sponsored by the Urban League), and the Banneker District in St. Louis, Missouri (Operation Motivation), stress motivation as a part of the total curricula. Field trips, speakers, on-the-job experiences, etc., are utilized in an attempt to have pupils relate academic work to the world of occupations.

The Talent Search Project reported by East Syracuse-Minoa Central School District (February, 1966), selected pupils from grades 7, 8, and 9 with I. Q.'s of 110 or more who were under-achieving and had low socio-economic status. The following activities were developed for pupils: field trips to colleges, universities, technical schools, and industries; group and individual counselling sessions; after school library facilities; group sessions to handle study skills; local businessmen and panels of former students as speakers. Parents were also involved in numerous students projects and held regular conferences with teachers.

Utilizing criteria of vocational interests rather than I. Q. in the Fontana Unified School District (Communique, 1968), pupils observed methods

in various industries and professions along with the education needed to pursue specific professions in high school, college and the "world of work."

Other programs such as those in the Educational and Vocational Guidance Centers of the Chicago Public Schools remove under-achieving pupils from regular classes and keep them in small classes which are related closely to on-the-job training in industry.

California programs such as those in Glendora and San Diego seek support from community groups and parents to provide occupational information and orientation as part of the regular school program.

Courses in Occupations - Many school systems throughout the country have instituted at the junior or senior high levels specific courses devoted to an emphasis on the "world of work," usually as a focal point for teaching academic subjects.

For example, Jay High School in Maine, under a project grant from the International Paper Company Foundation, initiated a course designated as Practical Arts, for pupils completing elementary school on low achievement levels. The course offers special classes in reading, language arts, social studies, science, industrial arts, social problems, physical education, etc., in conjunction with a work experience program carefully supervised either on a part-day or term basis for which credit is given. At the end of two years, some pupils enroll in a specialized program to fulfill the requirements for a diploma. Pupils are graded on an individual basis which considers ability and effort.

A course described by Lockwood, Smith and Trezise (1968) utilizes a team teaching approach to broaden pupils' overall understanding and awareness

of the world in four areas: the natural world, the technological world, the aesthetic world, and the human world.

A different approach to an occupational information course for ninth grade is described by Stevens (1968), the purpose of which is to provide an awareness of clusters of occupations. Still another approach is described in a course by Cuony and Hoppock (1954), where the practical techniques of filling in job applications and practice job interviews were stressed. In conjunction with such a course, Cuony (1962) successfully had junior high school students send graduates of their school a questionnaire; the graduates, then in high school, could offer advice on academic preparation and choices.

For a similar course taught by Rubinfeld and Hoppock (1961) in Newark, New Jersey, ninth grade students were given a follow-up questionnaire eight years later. Only six percent of these students recommended that the course be dropped, while eighty percent of graduates and drop-outs thought it should be required and wanted a greater emphasis on occupations as well as personal-social relations.

Units on Occupations - Some of the literature on occupations reports units designed and implemented by individual classroom teachers. For example, DuBato (1961) outlined a unit for use with high school juniors and seniors which emphasized self-knowledge in relation to knowledge of occupations and personal relations.

Stephenson and Brierly (1965) describe a vocational guidance unit which is integrated with the industrial arts course, in which a student selects a brief from the Chronical Occupational Brief Service and studies the job described in depth.

Units have been described variously as parts of English courses, Social Studies courses or Home Arts courses; emphasis on skills and objectives appears to vary with the structure of the discipline into which it is integrated.

Drop-Out Prevention - Many of the courses and programs surveyed were aimed specifically at preventing low-achievers, often of low socio-economic status, often of high I. Q. levels, from dropping out of school.

For example, a short-term terminal course for potential drop-outs described by Cangemi (1965) acquaints pupils with practical problems of job finding and of daily living. A similar course reported by Flynn, Saunders and Hoppock (1954) persuaded ninety-one percent of ninth grade pupils who took it to remain in school.

Leonard (1961) describes a careers class for poor achievers which stressed the setting of realistic career goals; follow-up evaluation a year later indicated that only four of the twenty-two pupils enrolled were still failing academically.

Camp (1966) reported on a high school program based on the belief that a classroom experience developed around student interest, with support from teachers and citizens, could effectively influence values and planning of boys classified as potential drop-outs. He states:

> In the classroom the teacher's behavior reflected many of the points of view . . . of [Carl] Rogers . . . an overt attempt to convey a consistent and continuous empathic understanding for each student's feelings, needs and concerns. (p. 188)

On the basis of interview data with the experimental and control groups, Camp reported significant differences in favor of those who took the course in pride in self and achievement; self-understanding; self-

confidence; vocational information; value of education; discipline; course content; and discussion of future plans with parent or guardian.

A different approach is utilized by the Hillsborough County Public Schools in Florida, in which a school coordinator meets with approximately twenty-five Work Study students each morning and is responsible for them during the afternoon while they are on the job.

The skills approach is emphasized by the Boston Public Schools in "Second Chance Classes" formed to permit potential drop-outs to focus on developmental reading and basic mathematics in relation to an industrial arts program.

A program entitled HELP in the Compton Union High School District in Los Angeles permits enrollees to serve as tutors to prevent their classmates from quitting school. Another program in this school district entitled STAY provides special classes, utilizing group work methods, to help students work out their personal, social and educational problems. The teacher has a special relationship to pupils in that he is never off duty; pupils call him for help at any time at home.

A unit for potential drop-outs is described by Barnes (1963) and utilizes the ideal of the adventure hero and "big shot."

One of the basic problems in helping youths who have dropped out to find jobs is described by Wellman (1968); a government sponsored program called TIDE turned into a fiasco because, as Wellman states:

> The program simply did not meet the needs of these young men. In fact, it was not really meant to. The Great Society was trying to "run a game on" black youth. TIDE asked them to stop being what they are. It tried to lead them into white middle-class America by showing that America does not provide many

> jobs--let alone attractive jobs--for those with police records, with few skills, with black skins. The youths knew that; TIDE workers knew that, too. They did not train youths for work, but tried to make them believe that if they knew how to get a job, they could. The young men saw through the sham. (p. 9)

Thus, it may be that efforts to prevent low achievers from dropping out of school may be much easier than efforts to help those who have dropped out to achieve occupational success.

Content and Materials in Occupational Teaching - A comprehensive review of texts and materials used in occupational courses appears in Hoppock and Stevens (1954) and, more recently, in Hoppock (1967). The recommendations appear to center around a variety of teaching techniques keeping the content close to important local occupations and issues.

Hanson (1967), in a description of a sequential program of career guidance from grades 8 through 12, lists the following activities: decision-making experiences such as experience tables regarding previous graduates, industrial and educational visits, individual and group counselling, career games such as those developed at Johns Hopkins University, worker role models on tape and T. V., a career log and a day-on-the-job.

Moser (1964) describes a program to improve the type of curriculum offering geared for the student who might be terminal, yet talented in areas other than college preparation. This approach involved a "floating classroom which was centered around a flexible core of learning material procured from field trip observations."

Some work has been done to determine the effects of small group vs. individual counselling on the vocational attitudes of adolescents. Bilovsky (1953) found no significant differences in the effects of both kinds of

counselling on pupil realism in vocational objectives, but Gilliland (1968), Failor (1954) and Duncan and Gazda (1967) support the effectiveness of group counselling in positively affecting attitudes related to occupational interest and choices.

Lifton (1964) deals with the possibility of using films and tapes in vocational counselling and in classroom situations to involve pupils in learning.

Other approaches to supplying occupational information involve the use of displays such as those reported by Walsh (1966), who displayed 150 occupations based on criteria such as the number of workers in each and the appeal to potential drop-outs.

Many programs and courses utilize the concept of visitors as role models. The Sarah W. Pyle School in Wilmington, Delaware, for example, each week presented a man in the community who was doing a good job or service. A florist, sign painter, custodian, etc., talked to boys about their work and the kinds of skills needed to maintain their jobs.

Henderson (1967), however, challenges the popular practice of providing only Negro adult role models to Negro children as an activity that impedes the movement of lower class Negroes into the mainstream of American life.

Barnes (1963), in a unit for ninth graders based on the adventure hero, summarizes a number of pedagogical practices that are relevant to the teaching of occupations for potential drop-outs in any situation:

1. Teacher formulated and directed programs requiring little student initiative.

2. Classroom goals that are realistically attainable yet extendable.

3. Projects which call for a minimum reference to texts and maximum reliance upon newspapers, magazines, radio, television, and audio-visual material.

4. Units generally lasting no longer than two or three weeks.

5. Individual, committee, or class reports which emphasize oral and graphic communication rather than written effort.

6. Repeated use of the blackboard and other visual aids to reduce errors in communication.

7. Adequate preparation of each skill needed in undertaking the developmental progression of the unit.

8. Periodic teacher, class evaluations summarizing what has been accomplished and shaping the next objective.

9. Integration with other subject areas through simple, well defined assignments.

10. Involvement of available school personnel through interviews, talks, profiles, class newspapers, audience programs.

11. A final, preferably non-repetitive, review of any project unit, recapitulating its highlights and establishing connection with future activities.

Integrating Communications Skills and Occupational Skills

The relationship between our symbolic world and our experiences has often been noted. For example, as Olson (1966) has pointed out, "The number of words in all of our vocabularies will increase proportionately to the opportunities we have to learn new words." Despite this and similar observations, relatively few studies have reported on the teaching of communication skills (reading, writing, speaking, and listening) in conjunction with an emphasis on the "world of work," an area that would afford valuable opportunities for communication growth.

The Minneapolis Public Schools Work Opportunity Center vocational program is conducted in an atmosphere of small groups or individual study, utilizing tape recorders, programmed units, vocabulary games, and other audio-visual aids. Students are allowed to build their own file of accomplishments and keep their own records. The program attempts to relate classroom experiences in language skills to the skills training program in which the student is enrolled; in addition, related social communications are emphasized in discussion and investigation of issues in psychology, government, labor unions, and employer-employee relations, and the like.

A vocationally oriented skills program in the Detroit Public Schools (1967) devotes time to group discussions of topics of value to pupils. In addition, there are practice interviews in which the teacher takes the role of the employer and asks the type of questions the trainee can expect when he applies for a job. Newspaper want ads are read and trainees currently seeking employment are encouraged to answer them. Practice in the use of the telephone is stressed and pupils are taught how to call in when they ar absent. In addition, reading materials are afforded from such practical materials as the city directory and the bus map, while arithmetic is taught through a cash register. Special readers which have high occupational interest as motivation (such as the one by Goldberg and Brumber, 1963) are often used within the context of the occupationally oriented English class

Perhaps a more natural setting for the development of communication skills in conjunction with an occupational focus is in the speech class. The only attempt to have students crystallize vocational goals by "talking them through" with others was attempted by Osipow and Phillips (1967) at

the college level. However, the impact of the course on the personal goals of students was so successful that the authors considered developing such a course for the high school level.

In summary, the focus of the present survey of literature and the remaining report on the Indian Hill project supports an important observation by Robert O'Hara (1968):

> Through words we come to differentiate and integrate the world around us . . . The more occupational words a student knows, the more he will be able to differentiate and integrate within the occupational world. He must learn the language of vocations. He must use words, symbols to explore vicariously the "world of work," to talk out and act out with his friends, with parents, teachers and counselors, the vocational roles which he may be considering . . . It is precisely this principle that the vocational psychologists have neglected. (p. 639)

Thus, the Indian Hill project sought to explore among low-income area children possibilities for greater differentiation in vocational concepts in conjunction with the enhancement of communication skills.

INTRODUCTION

It is generally understood that the concepts of an individual toward himself and toward his choice of work are derived primarily from the family's work patterns and attitudes toward work. More recently understood is the concept that home communication both affects and is affected by the family work attitudes. For example, according to Joseph Himes (1966), lower class Negro homes lack the "casual talk and informal interaction that imperceptibly and inadvertently introduce the child to the role of the worker and the world in factory and office." Related to these concepts are the common observations by educators that many children who drop out of school do so because they see little relationship between school and meaningful life goals.

An opportunity to observe potential dropouts among junior high school pupils in respect to attitudes toward work and school emerged during 1968, when the Omaha Armour meat-packing plant announced its plan to close operations in June and to discharge approximately 2200 workers. As a staff member of the Teacher Corps at the University of Nebraska at Omaha (UNO), the writer had made previous contacts with pupils at Indian Hill Junior High School in the heart of the packinghouse district. Observations of many of the pupils in the context of remedial groups revealed an unrealistic orientation toward the packinghouses, i.e., the feeling that the packinghouses would last forever and provide jobs for all. At the outset of this project (March 1968), it was not known how the impending lay-off by the Armour Company was affecting the work values of the Indian Hill pupils who would soon be making vocational choices in relation to high school training. This project was initially undertaken in order to explore these and other attitudes related to

work and aspects of communication about work in the home.[2]

Initial Project Goals

Initially, the project had as its goal the development or adaptation of a theoretical framework and set of procedures for helping economically disadvantaged children cope with family problems, particularly those arising out of sudden economic crisis. The immediate goal of the project was to utilize the two months preceding the Armour closing to work with the children of the Armour workers at Indian Hill School, to help them formulate productive vocational goals for themselves, and to cope in the context of the family with the impending unemployment of their fathers. Since pupils could not be released for such a project during school time,[3] it was planned that the investigator, assisted by Judith Kessler, would meet with pupils in discussion groups in the context of an after school Job Club.

However, an initial questionnaire (See Appendix, p.72) distributed to eighth and ninth graders, revealed that there were only fourteen children of Armour workers willing or able to stay after school. In view of this problem, the project was re-focused to include children of other packinghouse workers, children with no fathers at home and children whose fathers were unemployed. It was believed that these groups would have the highest probility of including potential drop-outs.

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[2]One-fourth of the writer's time was released for the Spring 1968 semester to the UNO Urban Studies Center for this project; a graduate assistant in Sociology, Judith Kessler, assisted the writer during this semester.

[3]In March 1968, the late Dr. Paul Turnquist, Assistant Superintendent, Omaha Public Schools, read and approved in a conference with the writer the original project proposal. At the time, he stated that he would not be able to release pupils during school time for the project.

However, as Job Club sessions proceeded, attendance was still a primary problem in achieving a stable sample for study. Children were often needed at home after school to work or help with smaller children, were participants in school sponsored events, or sat in the principal's office for disciplinary purposes.

Although hopes were abandoned for maintaining a stable sample necessary to study and alter attitudes, a new possibility emerged as a result of the initial Job Club sessions. As observations of the Job Club pupils' listening, speaking, reading and writing behaviors increased, it appeared that the concept of the "world of work" might afford an excellent opportunity to teach communication skills. Indeed, many other projects throughout the country had successfully reduced drop-out rates by combining language skills and other school subjects with a focus on the "world of work."[4] Thus the project was modified as described in the next section.

Purpose of the Project

The purposes of the present project were: 1) to survey relevant theories and projects aimed at work-orientation in the junior high school; 2) to explore pupil skills and attitudes relevant to the "world of work" in the context of a Job Club; 3) to evaluate potential learning activities for teaching communication skills in conjunction with the "world of work" in the context of the Job Club; and 4) to propose general guidelines for the development of a syllabus to be used in the Omaha Public Schools, which would integrate findings from the Job Club and the survey of literature.

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[4] These and other projects will be discussed in subsequent sections.

In addition, an aspect of the project not directly related to the construction of a curriculum included service to those who attended the Job Club, primarily through counselling on vocational and educational matters and on the location of a summer job.

THE INDIAN HILL JOB CLUB PROJECT

As described in a previous section, a Job Club was formed at Indian Hill Junior High School, in the heart of the South Omaha packinghouse district, to explore aspects of pupil behaviors related to occupational knowledge and attitudes and communication skills. From 6-22 pupils attended eight sessions held after school on Wednesdays and Fridays during April and May of 1968. Information on these and other pupils was gathered with respect to preferred occupational interests and plans, occupational aspirations, attitudes toward bosses and workers, perceptual performance related to language ability, performances in communication situations involving writing, speaking, listening and group discussion, and attitudes toward the school and the home.

In addition to questionnaires, other data gathering techniques used were the group form of the Embedded Figures Test (EFT), the Minnesota Vocational Interest Inventory (MVII), the Lieb (Brilhart) Geometric Figures Test, writing activities, observations of group discussion behavior, and informal listening tests. Job Club activities included field trips, visiting speakers, informal discussions, practice in speaking and listening, and a focus on locating summer jobs for the pupils.

To aid in the understanding of some of the special needs of the Indian Hill children, a comparative set of data on occupational attitudes and plans were gathered from 180 children at Valley View Junior High School, located in suburban Southwest Omaha. A small group (12) of these 180 pupils also volunteered to participate in a session where comparative data on aspects of communication behavior were collected.

Job Club activities will be described in greater detail in subsequent

sections in relation to data collected in the project.

Initial Questionnaire at Indian Hill School

In March, 1968, 175 pupils present in the eighth and ninth grades filled out a questionnaire in their home rooms,[5] designed to ascertain those whose families worked in the packinghouses as well as other information related to desire to attend a Job Club and educational and occupational plans.

As seen in Table 1, 50 of the 175 pupils reported that the father worked in some capacity in one of the packinghouses, while 95 reported the father in other occupations. Of the 95, three reported the father to be in a profession (engineering or teaching), while the others were primarily in skilled or semi-skilled jobs.[6] Sixteen either did not know the father's occupation or whether he was employed. In fourteen cases, the father was reported divorced, not living with the family, or deceased. Pupils had been asked on the questionnaire "When do you plan to stop going to school?" As seen in Table 1, 45 males and 45 females or 52% of the pupils said that they planned to go to college; 26 males and 25 females or 29% of the pupils said that they planned to stop at twelfth grade.

The category "special training" included such occupations as nursing or medical school. The category may have been misleading since it included special training in lieu of college or in addition to college. At any rate, 10 males and 19 females or 18% of the pupils said they planned to go into special training. Two males did not know what they planned to do, while 3

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[5] See Appendix, p. 73 for questionnaire.

[6] Professions and other occupations were too generally or ambiguously reported to allow for a meaningful system of classifications.

TABLE 1

Distribution of Eighth and Ninth Grade Indian Hill Males and Females According to Father's Employment and Educational Plans

Father's Employment	Pupil Plans for Terminal Schooling										
	College		12th grade		Special Training		Don't Know		Before 12th grade		Total
	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	
Packinghouse	14	12	9	10	1	2	-	-	1	1	50
Non-packinghouse	27	28	12	11	3	12	2	-	-	-	95
Unknown	-	-	4	3	5	4	-	-	-	-	16
No father in home	4	5	1	1	1	1	-	-	1	-	14
Total	45	45	26	25	10	19	2		2	1	175

TABLE 2

Distribution of Eighth and Ninth Grade Indian Hill Males and Females According to Congruity of Occupational and Educational Plans

Father's Employment	Education Matched Job		Over-Estimated Education		Under-Estimated Education		Education not Relevant		Education Vague		Unknown	
	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.	Male	Fem.
Packinghouse	6	14	1	1	6	3	5	0	3	3	4	4
Non-packinghouse	14	35	3	3	4	2	7	1	6	3	10	7
Unknown	1	4	-	-	-	-	2	-	2	-	4	3
No father in home	3	5	-	-	2	-	-	-		-	2	2
Total	24	58	4	4	12	5	14	1	11	6	20	16

pupils said they planned to drop out before the twelfth grade.

Of the packinghouse workers' children, 26 or 52% said they were going to college, while 55 or 57% of the non-packinghouse workers' children said they were going to college. Nineteen or 38% of the packinghouse workers' children said they were going to quit school after the twelfth grade, while 23 pupils or 24% of the non-packinghouse workers' children said they would quit at that level. The bulk of the pupils planning special training (15) were in the non-packinghouse group.

Two of the students planning to drop out before the twelfth grade were in the packinghouse group, while one had no father in the home.

In the questionnaire, pupils were asked: "What kind of a job do you plan to get when you finish school?" Pupil responses were compared with the level of education planned for in the previous question and the response was classified as: 1) The education matched the job sought; 2) the education needed was overestimated for the job sought; 3) the education needed was underestimated for the job sought; 4) the education was not relevant to the job sought; 5) the stated education was too vague to classify; 6) job plans were not known.

Table 2 indicates the distribution of the responses in the foregoing categories. It is seen that of the 90 females, 58 or 64% had jobs which matched the educational level, while of the 85 males, 24 or 28% had jobs which matched. Of the packinghouse workers' children, only 23% of the males, but 56% of the females had planned jobs which matched, while of the non-packinghouse workers' children, only 32% of the males, but 68% of the females had such jobs. More males (57) than females (28) underestimated the education in relation to the job, were not relevant or vague in the job choice, or did not have such a choice.

In response to the question, "Would you like to know more about the kinds of jobs you can get?" only 9 of the 175 pupils said "no." In response to the question, "Would you be willing to stay after school for a club where you could learn about a job for you?" only 22 pupils said "no." Of the 22 responses, 18 were male; 7 or 31% were the children of packinghouse workers.

From the initial questionnaire, the following conclusions were drawn:

1. Over half of the pupils (52%) in eighth and ninth grades at Indian Hill School planned to go to college.

2. A small minority of pupils (3) planned to drop out before twelfth grade.

3. About twice as many females as males planned educational levels which matched the level of their job choices.

Pre-Club Data on Job Club Sample

At the initial meeting of the Job Club, thirty-two volunteers were present from the eighth and ninth grades. A questionnaire[7] was administered to obtain rankings on occupations tested by the Minnesota Vocational Interest Inventory (MVII), a further check on job plans and aspirations, and an attitude check on feelings toward bosses and workers.

At the next meeting, the Minnesota Vocational Interest Inventory was administered to seventeen subjects along with the Embedded Figures Test, which will be described in subsequent sections.

There were 21 occupations from the MVII on which subjects were asked to mark their first, second and third choices and the one they would least

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[7] See Appendix, p. 73 for questionnaire of March 30.

like to do. In only two of the seventeen cases (or 12%), did the expressed occupational choice on the pre-test agree with the vocational choice results as actually tested by the MVII. Only 50% of the subjects had one of the first three expressed choices agree with one of the first three interests indicated by the MVII.

Results showed that eighteen of the thirty-two (56%) had occupational plans which matched their occupational aspirations (what they really wanted to do). In addition, only 21% of the pupils had occupational plans which matched the interest areas tested by the MVII.

In reply to the statement, "Bosses don't do much for workers," 22 pupils disagreed, 5 agreed and 5 were not sure. In reply to the statement, "Workers are not as important as bosses," 29 pupils disagreed, 2 agreed and one was not sure. In reply to the statement, "Bosses can be trusted," 11 agreed, 15 were not sure and 6 disagreed. In reply to the statement, "Workers should goof off if they can get away with it," 29 disagreed and 3 agreed.

The evidence from the pre-club sample indicated that, for eighth and ninth grade Indian Hill pupils who initially attended the Job Club,

1. Results on vocational interests tested by the Minnesota Vocational Interest Inventory were not at the level of awareness of vocational plans of pupils tested.

2. In only 56% of the cases what pupils planned to do matched what they said they really wanted to do vocationally.

3. In 65% of the cases, pupils were not sure or definitely felt they could not trust people labelled as "bosses." Other questions did not show unfavorable attitudes toward bosses or more biased ones toward workers.

Data from Job Club Sample

During the course of the Job Club there were three speakers, each for a different session. At one session, Mr. Brian Reilly of the Bureau of Apprenticeship and Training, Department of Labor, spoke about apprenticeship jobs and related education. Mr. Coffey of the Division of Employment spoke about how jobs are secured and what an interviewer looks for. At another session, Mr. Marcum, a guidance counsellor at South High School, spoke about career planning in high school. Since the latter session conflicted with a ninth grade field trip, a taped session of Mr. Marcum's speech was played in class.

While a recall test was given after each speaker finished, meaningful data were available only for Mr. Reilly's talk.[8] A seven-item questionnaire based on materials in the talk was given before and immediately after he spoke. The mean score before was .8 (N=11), while the mean score after he spoke was 2.1 (N=9), indicating that some learning took place but that the listening recall based on seven points in the speech was not very good.

A task at another session was that of listening to oral instructions. The Lieb Geometric Figures Test (Brilhart, 1966) was adapted for the task. Four geometric figures were selected from the Lieb battery. Instructions for drawing these figures were given orally by two speakers on an audio tape. Each speaker described a figure of medium difficulty and a figure of high difficulty (the criterion for difficulty being based on the number of components and relationships in the figure). One of the speakers was a black teacher serving as a team leader with the Teacher Corps at the time, while

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[8] See questionnaires, Appendix, pp. 74-75.

the other was a white college professor who had had teaching experience in high school.[9]

The tape was played at one of the Job Club sessions in which nine pupils participated. Pupils were asked to draw the figure after each one had been described and were given all the time they needed to do so.[10] The writer scored the drawings,[11] allotting a score of 8 for a perfect drawing of the figures of medium difficulty and a score of 12 for a drawing of high difficulty. As developed in the writer's master's thesis, the following criteria were used for deducting points:

1. Parts of the figure were added, omitted or changed.

2. Component parts of the figure were not in appropriate relationship to each other.

Although a single error might fit into both of the above categories, only one point was deducted for each error from the top score of 8 or 12.

The results showed that for figures worth 8 points the mean scores were 2.8 and 3. For figures worth 12 points, the mean scores were 6 and 5.5. Of the total possible score of 40, the mean score was 18. These results indicated that, for the task of following oral directions, these nine pupils did rather poorly.

In the same session, three pupils each described a geometric figure

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[9]The speakers were Mr. John Lewis on the Teacher Corps staff and the writer's husband, Dr. John K. Brilhart, Head of the Department of Speech and Drama at the University of Nebraska at Omaha.

[10]See Barbara Lieb Brilhart, "The Relationship Between Some Aspects of Communicative Speaking and Communicative Listening," Journal of Communication, Vol. XV, March 1965, pp. 35-46.

[11]Figures appear in Appendix, p. 76.

(all different from the taped ones) to their colleagues. For two of the speakers, eleven pupils were present and for one speaker nine were present. For two of the figures worth eight points, the mean scores were 2.4 and 4.8. For a third figure worth 12 points, the mean score was 8. The results point to difficulty in listening even to peers, but also point to the effects of individual differences in the speakers.

Speaking scores (derived by adding individual listeners' scores on the figures) were 22 out of a possible 72, 87 out of 132 and 53 out of 88, indicating that there were differences in the abilities of the speakers to communicate instructions to their listeners.

A further check on listening ability was derived by playing a portion of the Amidon Listening Series with 13 questions based on lecture material aimed at sixth grade level. The mean score was 6.5 for the total score of 13.

Relationships with Embedded Figures Test - In the past decade a great deal of research has emerged (Witkin et. al. 1964) on a perceptual dimension called field-independence. A typical measure of field independence, the Embedded Figures Test (EFT) requires subjects to separate an item from a "field" in which it is incorporated. Subjects must find a simple figure which is hidden within a complex figure. The longer the time required to locate the simple figure in the complex, the less resistant is that subject to the "forces" of the "field" of the complex figure in keeping the figure discrete. The less resistant he is to the "field" the more field-dependent he is said to be.

The initial finding that subjects were consistent in the relative degree of field-independence across tests and across time (Witkin 1961)

stimulated studies which indicate that the person with a more field-independent way of perceiving tends to experience his surroundings analytically with objects experienced as discrete from their backgrounds. The person with a more field-dependent way of perceiving tends to experience his surroundings in a relatively global fashion, submitting easily to the influence of the prevailing field or context. This perceptual dimension appears to pervade other areas of functioning, and of particular interest here, areas related to oral perception or listening (Brilhart, 1966). There is evidence that field-dependent subjects may respond more favorably than field-independent subjects to persuasive messages and in particular those which are illogical. (Witkin, 1962; Brilhart, 1966).

It was thought in this study that in exploring language related skills, it might be of interest to seek a measure of field-independence. Accordingly, the group form of the Embedded Figures Test (Jackson, 1955) was administered to 27 of the potential Job Club pupils during the initial session. The group form of the test is timed at ten minutes during which subjects are given a booklet containing sixteen figures and asked to locate by tracing specific parts of the figure shown on a separate page. The score is the number correctly located within the ten minute period.

For the 27 subjects, the mean score was 3.5 with a mode of 0, although the range was 0-16. The results indicate, on the whole, a very field-dependent group of subjects, i.e., a group which tends to perceive in a global rather than an analytical mode.

For a smaller group of pupils (N=8) on whom data were available for both the EFT and the taped geometric figures listening test, there was no

significant correlation[12] (r_s=.14) between the two measures.

There has been some indication (Witkin, 1962) that sex differences may exist on performance on measures of field-independence. In this study for 27 subjects, 15 males and 12 females, the median EFT score for the males was 4 and for the females was 1, indicating somewhat higher results for the males in the predicted direction. However, the Median Test showed that the differences were not statistically significant when p>.05.

Job Club Activities

During the course of the club, activities were initiated which yielded data of a non-statistical nature, but which revealed the thought processes of some of the pupils. During eight of the sessions of the Job Club, in addition to two field trips, the focus was on talking and listening in relation to the world of work.

Students learned to brainstorm as one way of solving problems; for example, they engaged in brainstorming to come up with ideas for field trips which would meet their needs for occupational knowledge.

A highly successful activity as judged by pupil reactions was a group discussion on how they might make employers want to hire them for the summer even though they were under 16 years of age. The discussion led to the topic of getting things through persuasion rather than force and to the concept of what constitutes a favorable image for a white middle class employer. (Half of the pupils were black.) This discussion led to confessions from most of

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[12]The Spearman Rank Correlation Coefficient was used to test for significant correlations.

the group that they would steal from an employer if given the chance. The view was that the employer had unlimited supplies of money and would not miss any, and that he used his employees to make more money than he needed; therefore, they would have the right to steal.

As discussion leader, the writer found that the pupils remained honest if she remained non-directive, but stated her opinions honestly when asked to do so; also, it was important not to evaluate the group's value statements in any way.

On the topic of stealing, pupils were asked to role-play being employers and employees. Several stated that it was the first time they had ever looked at the employer as a person with troubles. A later discussion of cheating led to the concept of controls within a person. Three of the pupils had talked about a need to "run wild" and to steal because they couldn't help it, and expressed relief at having a parent who kept them from "running wild." This latter session, which usually ended at 4:30, ran until 5:15 with pupils begging the writer to stay later. Said one: "It's the first time an old person like you ever really talked to me." (The writer is thirty-two!)

Other activities in the course of the Job Club consisted of viewing the Urban League's television program, "Hiring Line" at home, and getting parents and older siblings interested in job offerings around the city. As a group, they composed and sent a letter[13] and advertisement[14] to the Urban League with a plea to get employers to hire them for the summer. They were invited to select a representative to appear on the television program, but the Board of Education preferred that we work through channels other than

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[13]See Appendix, p. 78.

[14]See Appendix, p. 79.

the Urban League.

The last session consisted of a field trip to the local Community Action Program (GOCA) where they signed applications for summer work under a federally sponsored work program.

Another activity which the group selected and planned was a field trip to a local hospital (Richard Young Memorial Hospital), during which a nurse, doctor, volunteer worker and occupational therapist took them on a guided tour, explaining many jobs in the hospital. Before the trip students generated policies for behavior on the field trip and ideas on how they could observe and ask questions to get the most out of the trip. Although a few of the pupils had been designated by the principal as discipline problems, their behavior on the trip was a model of control and interest in what they were being shown. After their trip, they were asked to write their reactions; these indicated that most of the pupils had been favorably impressed by what they had learned and several got new ideas for jobs from having observed workers.

While the writing samples obtained from the field trip were not subjected to any objective analysis, they did show a great deal of difficulty with sentence structure, grammar and spelling and were far below expected work for the pupil's grade levels.

On the whole, it was felt that the job club setting, although a limited and somewhat disorganized environment for promoting learning and change, did provide a great deal of information about pupils' language functions, and social viewpoints. In addition, some changes did occur, as indicated in the next section.

Post Job Club Data

Interview Data - After the Job Club sessions had finished pupils were asked to report individually at a designated time to the cafeteria for an interview with the writer.[15] After the interview or before in some cases, pupils were given a test on knowledge of occupations[16] which had eleven items and a brief series of questions on attitudes. They also repeated the questionnaire which they had previously taken indicating job plans and aspirations and rankings of preferred occupations as these appeared on the MVII.[17]

The interview itself probed attitudes toward the Job Club, toward home and toward school. Thirty-six pupils were interviewed; of these 10 had attended the Job Club 4-8 times and were designated the E group or experimental; 16 had attended 1-3 times and were designated the e group, a sub-group of the experimental group; 10 were in the original sample, but had not attended at all and were designated the C or control group. It was thought that a breakdown of subjects on the basis of frequency of attendance would give some opportunity to assess the effects of the club as well as some information about those who had and had not attended.

As seen in Table 3, those students in the C group were somewhat older than those in the other two groups and came from somewhat larger families. The E group was the only group which had more females than males in it, indicating that females may have been more disposed toward attending the

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[15] See Appendix, pp. 80-82, for Interview Schedule.

[16] See Appendix, pp. 83-84.

[17] See Appendix, p. 85.

TABLE 3

Comparisons Among E, e and C Groups on Sex, Grade, Siblings, Age and Parents' Employment

	Grade		Mean Age	Father Employed	Mother Employed	Mdn. No. Children in Family	Natural Father at Home	Sex	
	8	9						M	F
E Group (N=10) (4-8 sessions)	2	8	14.7	6	7	6	6	6	10
e Group (N=16 (1-3 sessions)	6	10	14.5	11	5	4.5	10	10	6
C Group (N=10) (0 sessions)	4	6	15	8	6	6.5	7	7	3

club on a regular basis. Two of the fathers in the unemployed category were retired; others were out of work or the pupil thought the father did not work.

In the E group, 50% of the pupils mentioned discussions of problems as the thing they liked best about the club. When asked "What was the worst thing about the Job Club?" 3 said that other students disturbed them by being noisy; the others said they couldn't find anything wrong. Eighty percent of the E group said they would join again next year and several said they had been helped to find job interests through the club.

In the e group, 59% of the 16 pupils said that the best thing about the club had been the chance to get a summer job or to find out about future jobs. Seventy-five percent could think of nothing wrong with the club, while 2 pupils did not like the testing. Sixty-eight percent said that they had not attended regularly because of an after school job or sports or they were needed at home; others gave various versions of having forgotten to attend. Eighty-one percent said that they would attend the club next year. Pupils in both the E and e groups almost unanimously indicated that if the club were continued, the activity to increase would be field trips in relation to jobs.

In the C group, 30% were working after school and could not attend, while 40% had not understood the purpose of the club. Fifty percent said they would like to join next year, while 50% did not know if they would. Fifty percent said they would like to have field trips if they joined, while 50% did not know what activities they would like.

Thirty out of the 36 students said they liked the idea of a course in school that would teach about jobs and 28 said they would take such a course,

if offered in high school. Twenty-three said they would have taken such a course, if offered in junior high school.

When asked what was the worst thing about school, most pupils named a specific teacher or subject. Forty percent of the control group, however, mentioned trouble with reading specifically.

When asked about the best thing in school, over half of the pupils mentioned gym or shop, while the rest mentioned other specific subjects or social contacts. Two pupils mentioned that school "gets you away from home" or "keeps you out of trouble."

Expectations about high school were expressed usually as "more freedom" or "tougher." Three pupils did not think they would make it through.

The questions used to shed some light on family relationships were: "If someone in your family had to leave, who would you most like it to be?" and "Who would you least like it to be?" In the E group, 60% would least like the mother to leave and 30% an older sibling. Thirty percent of the E group would have had an older sibling leave; other responses were scattered.

In the e group, 56% least wanted the mother to leave (several because she "keeps me from doing wild things"), while other responses were scattered among the father and the siblings. Thirty-one percent of the e group wanted an older sibling to leave, while thirty-one percent could not answer the question and other responses were scattered.

In the control group, 70% least wanted the mother to leave and 30% of the responses were scattered. Responses for who should leave were scattered with 30% not able to answer the question.

These responses would seem to indicate that for most pupils, the mother was the most important person in the family. Further data on parental

relationships were obtained from the questions; What do you think your father would want you to do with your life? What do you think your mother would want you to do with your life?

In the E group, 80% of the pupils had never discussed a future with their fathers, were not sure or were vague. In the two cases where pupils had discussed job choice with the father, the father's desires were not those of the pupil, himself. By contrast 60% of the pupils felt their mothers had definite vocational plans for them and in half of these cases, they fit the pupil's own job choice.

Likewise, in the e group 69% of the pupils had not discussed choices with their fathers or did not know what choice the father had; in the 31% of the cases where they had discussed plans with the father, the choice was "go to college" or "finish high school." By contrast 62% felt their mothers had definite plans for them.

In the C group, the influence of the mother did not appear to be as strong as in the other groups. While only 30% felt their fathers had definite plans, 40% felt their mothers had definite plans.

As seen in Table 4, 60% of the E group subjects and 56% of the e group subjects were planning to take college preparation in high school. By contrast in the C group which had not attended the Job Club, 60% of the pupils did not know what they intended to take in high school. The five pupils who planned to take industrial courses learned about this category for the first time in the Job Club.[18]

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[18] At the end of the interview, those pupils planning to go to college were referred to the College Bound program, newly established by the University of Nebraska at Omaha at Woodsen Center in South Omaha. Mr. Ken Rhodus, director of the program, was given a list of those pupils who had been referred.

TABLE 4

Comparisons Among E, e and C Groups on Plans for High School Training

	College Prep	Industrial	Commercial	Don't Know
E Group (N=10)	6	2	1	1
e Group (N=16)	9	3	2	2
C Group (N=10)	2	2	-	6

Knowledge of Occupations - At the time of the interview, pupils took the test on Knowledge of Occupations which covered materials related to what had been discussed in the Job Club.[19] While the Fisher Test of Probability showed no statistically significant differences among the median of 9 and the C group median of 6 was near significant when p=.05.[20] The e group median was 6. The total score for the test was 11, indicating that the E group which had attended the Job Club most frequently achieved the highest median score of the three groups.

Vocational Interests - In addition to the Knowledge test, pupils were asked to state vocational interests.[21] Only 50% of the subjects interviewed showed agreement between the expressions of vocational interest at the beginning and at the end of the club. Of the 8 subjects who attended the Job Club frequently, 6 moved from pre- to post-testing into clearer or more specific job choices, while two remained the same. Of the 11 e subjects, 3 selected occupations, 3 became more specific in their plans and 1 brought his aspirations into line with his plans; 4 stayed the same with respect to choices.

Before the Job Club, 21% of the pupils had occupational plans which matched their interest areas on the MVII, while at the end of the club, 47% had plans which matched their MVII interest areas.

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[19] See Appendix, pp. 83-84.

[20] Siegal, Sidney, Non-Parametric Statistics, New York: McGraw-Hill, 1966, pp. 96-104.

[21] See Appendix, p. 85, for Post Questionnaire.

There was some evidence that attitudes toward employers were influenced by attendance at the Job Club, since the responses for five of the pupils were more positive toward bosses and workers on the post questionnaire.

Conclusions from Job Club Project

From the Job Club experience, the following may be concluded:

1. Expressed occupations of pupils did not agree with occupational interests tested by the MVII.

2. Occupational plans for almost half of the eighth and ninth grade Indian Hill pupils did not match their aspirations.

3. Sixty-five percent of a sample of 31 were not sure that bosses could be trusted.

4. An effective activity (judged by pupil response) was discussion of values and feelings.

5. There was a great deal of difficulty in listening for information and instructions from speakers among Indian Hill pupils in the Job Club.

6. Subjects tended to be field-dependent when the Embedded Figures Test (group form) was used as a criterion.

7. There was no relationship for a small group of Indian Hill pupils between the scores on a test for listening to instructions and the Embedded Figures Test.

8. There were no significant differences in sex on performance on the Embedded Figures Test.

9. After school activities was the biggest factor in preventing pupils from regularly attending the Job Club.

10. Eighty-one percent of the pupils indicated interest in attending the club the following year.

11. Pupils indicated that they would like to have more field trips if the club were continued.

12. Most of the students interviewed liked the idea of taking a job course in school and said they would attend if such a course were instituted.

13. The mother appeared to be the most important member of the family and to have more definite notions than the father about the educational and occupational future of the pupils interviewed.

14. Pupils who attended the Job Club frequently scored higher on a test of occupations, but differences between them and the control group were not statistically significant.

15. Attendance at the Job Club appeared to influence choice of future occupation and attitudes toward employers.

COMPARISONS WITH MIDDLE CLASS PUPILS

The Valley View Junior High School situated in District 66 in Omaha in a suburban area supplied half of its eighth and ninth grade classes (N=158) to answer a questionnaire.[21] In addition, a small group of these pupils (N=8) volunteered to attend a session in which they responded to the same Geometric Figures tape, the Amidon listening tape, the Knowledge of Occupations test, the Embedded Figures Test and classmates describing geometric figures as the Indian Hill pupils had done.

Questionnaire Data

Of the 158 pupils who were scattered in what the principal had labelled very high, high average, average and very low classes, 56% had fathers in professional or managerial positions with the bulk of the others in sales or retail positions.

Ninety-three percent (as opposed to 52% of the Indian Hill pupils) said they were going to college or beyond. Fifty-five percent (as opposed to 46% at Indian Hill) had job plans which matched their educational plans. However, only 23% had job plans which matched their aspirations (as opposed to 56% of a much smaller sample of Indian Hill children). In most cases where the aspirations did not agree with the plans, the education envisioned was none or less than the education planned for.

As seen in Table 5, 40 of 154 subjects either agreed or were not sure that "bosses don't do much for workers." Twenty-seven agreed or were not sure that "workers are not as important as bosses." Seventy-nine (slightly over 50%) disagreed or were not sure that "bosses can be trusted." Thirteen

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[21] See Appendix, pp. 86-87.

TABLE 5

Attitudes of Middle Class Pupils
Toward "Bosses" and Workers

	Bosses don't do much for workers.			Workers not as important as bosses.			Bosses can be trusted.			Workers should "goof off" if they can.		
	A[1]	D[2]	N.S.[3]	A	D	N.S.	A	D	N.S.	A	D	N.S.
Very High (N=55)	0	38	13	3	50	2	27	4	23	0	51	4
High Average (N=30)	0	23	7	2	26	2	19	4	7	-	30	-
Average (N=24)	3	35	10	10	36	2	23	5	20	3	45	-
Very low (N=25)	4	18	3	5	19	1	9	4	12	4	19	2
Total (N=158)[4]	7	114	33	20	131	7	78	17	62	7	145	6

[1]Agree

[2]Disagree

[3]Not Sure

[4]Not all subjects answered all questions

agreed or were not sure that "workers should 'goof off' if they can get away with it." Like the Indian Hill pupils in the lower socio-economic group, the most outstanding factor was lack of trust of "bosses." However, the data on attitudes is difficult to compare due to the disparate size of the two samples. No outstanding differences in attitudes appeared for the groups according to achievement level.

Ninety percent of the middle class pupils, as compared with 94% of the Indian Hill pupils, said they would like to know more about jobs.

Communication Skills

Nine pupils at another session heard the geometric figures tape previously heard by the Indian Hill pupils. The mean score was 27 compared with the mean of 18 of the Indian Hill pupils. Using the Fisher Test, it is seen that the differences in medians (27 and 7) was significant when $p=.01$. Supporting these results on listening is the fact that the Amidon listening tape showed that the upper class pupils had a mean score of 9.7, while the lower class pupils had a mean of 6.5. (N's on the latter test were too small to test meaningfully for significance statistically.)

There was no significant difference in the EFT scores of the Indian Hill and the Valley View pupils. However, the Valley View pupils showed a significant correlation ($p. < .01$) between the EFT scores and the taped Geometric figures listening scores. Thus, one might conjecture that the greater ability of middle class children over lower class children to succeed occupationally and educationally is more related to listening ability than to the ability to perceive the environment in an analytical mode, but that

the two abilities may be related in middle class children.

It will be remembered that on the Knowledge of Occupations test, the Indian Hill pupils had showed gains in learning, but at the end of the Job Club their mean score of 6/11 was slightly below that of the Valley View pupils who had not had the Job Club (N=7).

It may be inferred from the findings on the middle class children that:

1. Due to the small percentage of pupils with plans that matched occupational aspirations and the large number of pupils whose occupational plans did not match educational plans, there is a need for education into the "world of work" for middle class children.

2. The pupils who appear to mistrust bosses need to be studied further to locate whether the mistrust is related to fathers being in managerial positions.

3. There was interest among the middle class pupils in knowing more about jobs.

4. The middle class pupils showed significantly higher listening ability than the lower class pupils, but no significant differences in perceptual field-independence.

5. Perceptual field-independence in the middle class pupils tested may be related to the ability to accurately receive oral instructions.

6. The middle class pupils appeared to have greater knowledge of occupations than lower class pupils.

IMPLICATIONS OF THE PROJECT

Both the Indian Hill and the Valley View Junior High School surveys indicated the need for pupils to attain greater congruence between educational planning and occupational planning. There was also evidence that pupils from the lower and the middle socio-economic classes desired more occupational information.

It is believed that the influence of the Job Club in strengthening occupational knowledge and decisions among the small group of Indian Hill pupils was due largely to two processes of communication. The first is "intra" communication, or communication with oneself. Pupils indicated that for the first time they had really asked themselves who they were and where they were going. The Job Club apparently had helped them to seek at least partial answer within themselves through ideas stimulated by visiting speakers and through class discussions. The second process is "inter" communication or the pupils' interaction with others, who, for the first time, cared about the occupational choices they made. The forced recall of spoken materials about communication, the questions in the interview, the field trip and class discussions apparently gave needed information and some new values.

If a course in occupations were designed for these low income area pupils, it would be highly desirable to stress both intra and inter communication. But a special need for inter communication, particularly with males is apparent, since the project indicated that such communication with the father in the family may be weak or lacking at home.

On the other hand, if a course were designed for middle class pupils, opportunities for intra communication should probably be stressed. The Valley View pupils indicated greater knowledge of occupations than the Indian Hill pupils, but a higher percentage had vocational plans that were incongruous with their vocational aspirations. Perhaps greater opportunities for self-awareness and for consideration of the reality of their occupational aspirations would be desirable in a course in occupations for middle class pupils.

A further implication of the present project is that a course in occupations for lower class pupils should focus strongly on the development of communication skills, particularly those involved in listening. The whole area of oral communication, particularly giving and getting information and group discussion appears to be a vital missing link in the development of these pupils.

It is obvious that the lower class and the middle class pupils would benefit from a course in occupations in conjunction with communication skills. However, in accordance with the goals of this project, the remainder of this report will present guidelines for a syllabus which could be utilized in a low income area junior high school.

GUIDELINES FOR A COURSE IN OCCUPATIONS

Nature of the Course

The course described in this section would be offered in ninth grade for one year and would replace the required Core class for the designated group of pupils. As has been stated by writers in the area of occupations, ninth graders cannot be expected to make specific vocational choices, but can be introduced to the concept of vocational choice and can develop some general notions about vocational areas from which to choose eventual occupations.

The course would be designed for low income area schools in Omaha, particularly the Title I schools where the need for vocational information and communication skills may be most critical. It is believed that the "world of work" might be the most motivating topic with which to teach the skills involved in the intra and inter communication processes.

The present course would attempt to enhance vocational knowledge as well as communication skills in the designated pupils.

Nature of the Pupils

The course would be designed for those pupils to whom school seems irrelevant and who, in the opinion of teachers, the psychologist or the principal, would seem to be in danger of dropping out before high school is completed. Pupils who have become discipline problems or who have expressed a desire to drop out would be especially encouraged to take the class.

Nature of the Teacher

However, the regular core teacher might teach this course, preferably after doing some work in the area of occupational teaching. A school counsellor or specialist in occupations could be assigned to teach this class at several different junior high schools. The teacher must be able to utilize vocational information and experiences as opportunities for helping the student to communicate with himself and others through reading, writing, speaking, and listening. He must be particularly careful that language skills are not the focal point of a course in which occupational information is merely tacked on to traditional English lessons.

Behavioral Objectives

The teacher may have a long list of daily objectives for pupils. However, the following behavioral objectives should be accomplished by the end of the course:

1. Pupils will make educational plans to be continued in high school.

2. Pupils will increase their reading level as measured by the Spache Diagnostic Reading Scales.

3. Pupils will increase their listening level as measured by the Brown-Carlsen Listening Comprehension Test or the Sequential Test of Educational Progress (STEP) in listening.

4. Pupils will increase communication within themselves by verbalizing their vocational interests which emerge from interest inventories, field trips and listening to resource people.

5. Pupils will strive to achieve a level of writing and speaking ability necessary to function in high school and in their potential vocational areas.

6. Pupils will achieve a knowledge of occupations within Omaha and its surrounding area in relation to:

a. the nature of the given occupation

b. need for workers in that occupation

c. skills and interests necessary for the occupation

7. Pupils will communicate with classmates about the relationship between education and achieving a given occupation.

8. Pupils will comprehend and verbalize the relationship between standard of living and the world of work.

9. Pupils will learn to work cooperatively in groups and will understand the relationship between the individual contribution and the productivity of the group.

Course Content

The following are very general topics suggested for the course in occupations:

I. Why People Work:

A. Living Standard Related to Kind of Work

B. Work and the Nature of Man

C. Work in Order to Live in a Civilized Society

II. Various Occupational Areas

A. Clerical Jobs

B. The Food Industry

C. Manufacturing Industries

D. Apprenticeship Jobs

E. Other Craft Jobs

F. Sales Jobs

G. Businesses and Self-Employment

H. The Professions:

Medicine, Teaching, Veterinary Science, Law, etc.

III. How We Get a Job

A. Assessing Personal Aptitudes

B. Educational Preparation

C. Applying for a Job

D. The Job Interview

IV. Keeping a Job:

A. Do I like the work?

B. What do employers want in an employee?

C. What does an employee want from a job?

V. Facts Related to the World of Work:

A. Social Security

B. Fringe Benefits

C. Salaries

D. Unions

E. Automation (why some jobs will be out-dated)

F. Discrimination in jobs (sex, race, handicapped)

Course Activities

I. Speaking Activities:

A. Pupils should give reports on a specific occupation that he researched either on a field trip or in the library. The focus should be on how well his classmates learned something new.

B. Pupils can speak on the topic: "My Confusions About my Future Plans." Pupils should be encouraged to share with each other similar feelings.

C. Group discussions of the problem-solving type should become class routine and could focus on such topics as:

(1) Where shall we go on a field trip?

(2) What behaviors should be expected of us on a field trip?

(3) What speakers should visit our class?

D. Discussions of values could also be used with such topics as:

(1) What do employers look for in employees?

(2) What criteria should we set up for selecting a job for ourselves?

E. Pupils can role-play being:

(1) Employers and employees

(2) Interviewers and interviewees

(3) Guest speakers and pupils asking questions

(4) Parents and pupils in conflict situations

The emphasis in role playing should be upon understanding the other person's point of view.

F. Telephones may be used to practice for clerical jobs or job applications. (See Bell Telephone teletrainer for class use.)

Note: Sources for other speaking activities are:

H. Dawson, On the Outskirts of Hope: Educating Youth from Poverty Areas, McGraw-Hill, 1968.

F. Shaftel and G. Shaftel, Role Playing for Social Values, Prentice-Hall, 1967.

S. Fessenden, R. Johnson, P. Larson, and K. Good, Speech for the Creative Teacher, William Brown, 1968.

II. Listening Activities:

A. Following Instructions

(1) Use the exercise of having pupils draw geometric figures that are described to them.

(2) Have pupils make up sets of instructions such as: Fold the paper into thirds, mark an X on the top third, an 0 on the bottom third. Give the paper to the fourth person behind the third person in the first row.

B. Listening in Discussions:

(1) Have pupils repeat the viewpoint of the person who spoke before them before asserting their own opinions.

(2) Have pupils practice summarizing viewpoints and facts in a discussion.

C. Critical Listening:

(1) Have pupils learn to discriminate facts from inferences in what they hear.

(2) A good exercise adapted to this grade level might be the Rumor Clinic described in Handling Barriers to Communication (Irving and Laura Lee, Harper and Row, 1957). In this exercise, five pupils are asked to leave the room and each gives the next one a description of a scene that has been projected from a filmstrip. Discussion centers on the kinds of information that each listener has lost when he passed the information on to the next person.

(3) The foregoing exercise might be related to loss of information on the job. Employers might describe for pupils the consequences of errors that are made on the job or the way in which rumors have damaged particular employees in a company.

D. Listening for Understanding and Recall

(1) Pre-tests and post-tests on degree of understanding of a topic can be given when the instructor presents information or when a resource person visits the class.

(2) Visitors should be encouraged to ask questions of pupils on key points covered in a talk.

(3) Pupils should be encouraged to prepare recall questions for classmates after they have finished a report on occupational information.

Note: A source for adapting other exercises in listening is Sam Duker, Listening Bibliography, Metuchen, New Jersey: Scarecrow Press, 1964.

III. Writing Activities:

A. Pupils should be encouraged to keep a vocabulary list or "word box" of new words which have emerged from field trips and group discussions and to use these in writing reports.

B. Pupils should take opportunities to write letters inviting and thanking visitors to the classroom or people who have hosted field trips.

C. Pupils should have opportunities to express feelings of change in plans or confusions about occupational choices or related problems in the form of stories or essays.

D. Grammar, punctuation, spelling, etc., should be taught in the context of realistic writing situations such as letters, filling out applications, etc.

IV. Reading Activities:

A. The Turner-Livingston Communication Series of workbooks (Chicago: Follett Publishing Company, 1965) might be used as the basic text materials and might also form the basis for discussion. Efforts should be made not to penalize verbally or non-verbally those who cannot read the materials. They may be helped by classmates or given interest materials at the appropriate reading level.

B. Want-ads and other relevant newspaper articles should be utilized.

C. The following reading materials might be kept in a library in the room for use in reporting or planning which occupations to study:

(1) The Dictionary of Occupational Titles

(2) The Job Guide for Young Workers

(3) Career Guidance Index

(4) U. S. Bureau of Employment Security publication: What to do This Summer

(5) Occupational Outlook Handbook

Note: For further information on sources see, Robert Hoppock, Occupational Information, 3rd. ed., New York: McGraw-Hill, 1967.

V. Field Trips:

A. The ideas for field trips should come basically from group problem solving by pupils; however, some ideas might be:

(1) A food manufacturing plant

(2) A hospital

(3) A clothing factory

(4) A bakery

(5) An office

(6) A packinghouse

B. In each of the field trip experiences, a form might be filled out beforehand listing questions that pupils want to have answered. After the field trip, such information as the following might be filled out;

(1) What specific jobs did I see that were of interest to me?

(2) What were the duties of the people on these jobs?

(3) What special skills were necessary to perform these duties?

(4) What education is needed to perform this job?

(5) How did the workers seem to feel about their work?

(6) What skills or aptitudes do I have that might fit this job?

(7) How would I feel about doing this particular job?

Such information might be kept by each student in a workbook or folder.

VI. Resource People:

A. Such people as the following might be invited in to be mock interviewers for pupils:

(1) A small businessman

(2) A personnel manager

(3) A representative of a large industry

(4) A representative of the Division of Employment

(5) A bricklayer

(6) A nurse

B. The following people might be invited in to give basic information:

(1) A union representative

(2) A business manager or foreman

(3) A representative of the Division of Employment to describe the basic process of getting a job

(4) The high school guidance counsellor to explain the basic high school programs that could be taken

(5) A representative of the Bureau of Apprenticeship and Training

(6) A representative of the Social Security office

(7) A former graduate of the junior high school or high school

(8) A former drop-out from high school

Evaluation and Individual Counselling

I. The following tests should be given at the beginning and the end of the semester:

A. The Minnesota Vocational Interest Inventory

B. The Spache Diagnostic Reading Scales (individually administered for about 45 minutes)

C. The Brown-Carlsen Listening Comprehension Test (Form A at the beginning and Form B at the end)

D. A knowledge of occupations tests which could be constructed from basic materials to be stressed in the course

II. All test results should be discussed on an individual or small group basis with the teacher and pupil. At times during the semester, if the pupil agrees, it may be wise to call the parent in for a conference concerning the child's interest and progress.

III. The instructor may be serving in the role of counsellor and time should be allotted for extra duties.

Implementation

The foregoing is a brief description of a course which might focus on the teaching of occupations in conjunction with the teaching of some communication skills. It is hoped that more detailed syllabi will emerge based upon the particular needs of the school, the teacher and the pupils for whom such a course is specifically designed. In addition, it is important to note that previous courses in this area stress that much of the planning and detail should emerge from student needs and discussion of needs. It is hoped that such a course may be implemented in Omaha in the near future.

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APPENDIX

INITIAL QUESTIONNAIRE
INDIAN HILL SCHOOL

UNIVERSITY OF OMAHA
Urban Studies Center

NAME_____ AGE_____ HOME ROOM TEACHER_____

Check one box for each question or fill in the answer asked for.

1. Does your father work for the Armour Packinghouse?
   Yes ( ) No ( )

2. Does your father work for a packinghouse other than Armour?
   Yes ( ) No ( )

3. If your father does not work for a packinghouse, what kind of work does he do?

   _____

4. When do you plan to stop going to school?

   at the end of 8th grade ( )
   at the end of 9th grade ( )
   after one year of high school ( )
   after two years of high school ( )
   at the end of high school ( )
   at the end of college ( )
   at the end of a special training program ( )

5. What kind of job do you plan to get when you finish school?

   _____

6. Would you like to know more about the kinds of jobs you can get?
   Yes ( ) No ( )

7. Would you be willing to stay after school for a club where you could learn about a job for you?
   Yes ( ) No ( )

8. Check the days when you could stay after school from 3:15-4:30 for a Job Club or to visit places to see different jobs.

   Tuesday ( )
   Wednesday ( )
   Thursday ( )
   Friday ( )

URBAN STUDIES CENTER
UNIVERSITY OF OMAHA

Questionnaire at Indian Hill School
March 30, 1968

Name_____ Age_____ Grade_____

Home Room Teacher_____

1. I would like to attend the Job Club after school on Wednesdays and Fridays.
   Yes ( ) No ( )

2. I would like to attend the Job Club during the Easter Vacation.
   Yes ( ) No ( )

3. Look at the list of occupations below: Put a "1" next to the occupation you would most like to do, "2" next to the one you would next like to do, and "3" next to the one you would next like to do. Put a line through the word of the occupation you would least like to do.

1. baker ____	12. painter ____
2. food service manager ____	13. plasterer ____
3. milk wagon driver ____	14. industrial education teacher ____
4. retail sales clerk ____	15. truck driver ____
5. stock clerk ____	16. truck mechanic ____
6. printer ____	17. sheet metal worker ____
7. tabulating machine operator ____	18. plumber ____
8. warehouseman ____	19. machinist ____
9. hospital attendant ____	20. electrician ____
10. pressman ____	21. radio-tv repairman ____
11. carpenter ____	

4. I plan to enter the job of _____ when I finish my schooling.

5. This job requires what kind of education?

6. If I could do anything I wanted to do when I finished my schooling, I would _____.

   This job requires what kind of education? _____

7. Check the box which shows how you feel about the following statements:

	Agree	Disagree	Not Sure
1. Bosses don't do much for workers.	( )	( )	( )
2. Workers are not as important as bosses.	( )	( )	( )
3. Bosses can be trusted.	( )	( )	( )
4. Workers should "goof off" if they can get away with it.	( )	( )	( )

UNIVERSITY OF OMAHA

Urban Studies Center
April 26, 1968

NAME_____ GRADE_____ AGE _____

(Pre- and Post Responses: Mr. Reilly, Bureau of Apprenticeship and Training)

1. What does a person need to do in order to become a carpenter? (List the steps)
   a. _____
   b. _____
   c. _____
   d. _____

2. How much does a carpenter usually earn each year? (Check one)
   a. $2,000 - $5,000 ( ) c. $10,000 - $15,000 ( )
   b. $6,000 - $9,000 ( ) d. Over $15,000 ( )

3. What does a person need to do in order to become a plumber? (List the steps)
   a. _____
   b. _____
   c. _____
   d. _____

4. How much does a plumber usually earn each year? (Check one)
   a. $2,000 - $5,000 ( ) c. $10,000 - $15,000 ( )
   b. $6,000 - $9,000 ( ) d. Over $15,000 ( )

5. What does it mean to be an apprentice carpenter?

6. Do you know anyone who has ever been an apprentice?
   Yes ( ) No ( )
   If yes, who?_____ In what trade?_____

7. Do you think that you would like to be an apprentice? Yes ( ) No ( )

   If so, in what trade?_____

   If so, what steps do you plan to take in order to become an apprentice?

UNIVERSITY OF OMAHA

Urban Studies Center

May 1, 1968

Name_____ Grade_____

1. Have you ever heard Mr. Marcum speak before? Yes ( ) No ( )

   if so, when and where? _____

2. How much did his talk help you in planning your high school program?

   A lot ( ) Some ( ) A little bit ( ) Not at all ( )

3. What plans will you make when you get to high school as a result of hearing his talk?

4. What were three of the most important ideas in his talk?

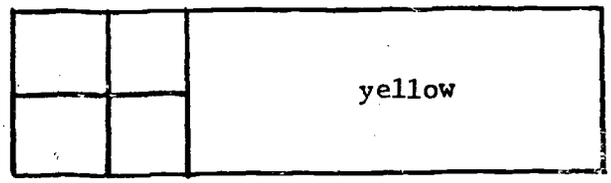
   _____

   _____

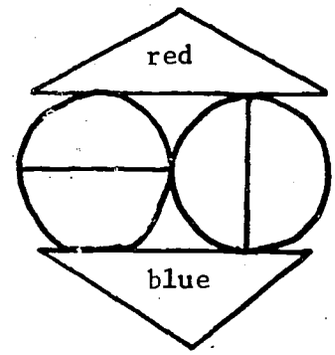
   _____

GEOMETRIC FIGURES USED ON TAPED LISTENING TEST

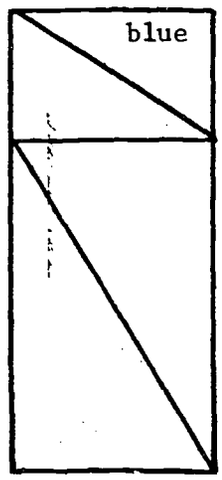
2D



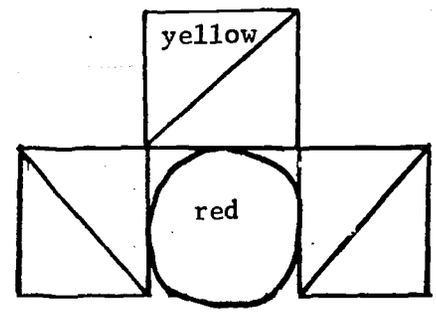
3U



2J



3L



MUNICIPAL UNIVERSITY OF OMAHA
OMAHA, NEBRASKA 68101
402/553-4700

April 26, 1968

Mrs. Alexander
Omaha Urban League
312 Karbach Block
Omaha, Nebraska

Dear Mrs. Alexander:

Some time ago I spoke to you on the telephone about the experimental project that I am doing with eighth and ninth grade boys and girls at Indian Hill Junior High School. I am working with them in an after school job club. where they are studying the values necessary to obtain and hold a job. Many of these children have parents who are currently unemployed are in the packinghouse or are about to be displaced by the Armour closing.

The current vocational interests of the students are of course the locating of a job for themselves for this summer. They have listened to the job programs sponsored by the Urban League on radio and television. Their recent project was to try to understand why employers did not like to hire teenagers and try to think of ways to overcome the barriers to the employment of teenagers in Omaha. They have worked very hard on composing (as a group) the enclosed ad which they would like to have you run on your radio and TV programs.

I feel that the community could do much service to these boys and girls to hire them for the summer. It is important that their expectations about work and their responsibilities toward a job be developed now in a productive manner.

I know that you will do all that you can to help us in our efforts to obtain summer jobs. Please inform me (553-4700 Ext. 543) before the day that the students' message will be on the air so that they may listen to it.

Thank you very much.

Sincerely,

Barbara L. Brilhart, PhD
Assistant Professor of Education
Urban Studies Center

BLB/vrs

JOB CLUB

INDIAN HILL JUNIOR HIGH SCHOOL

Omaha, Nebraska

April 23, 1968

Omaha Urban League
312 Karbach Block
Omaha, Nebraska

Dear Sirs:

We the students in the Job Club would like you to have the message we enclose with this letter to be read on the radio and television. We feel that if it's read on the radio and TV it could help us get summer jobs.

Thank you.

The Students of the Indian Hill
School Job Club

JOB CLUB AD

Dear Businessmen:

There are some boys and girls that are looking for jobs for the summer. In order for the youth to stay out of trouble during the summer we would like the privilege of getting summer jobs. Although we are 15 years old we can still accept responsibilities. We would appreciate all job offers including week-end jobs.

URBAN STUDIES CENTER
UNIVERSITY OF OMAHA

Attitude and Achievement Data
Indian Hill Junior High School

Date_____ Interviewer_____

1. Personal Data:

Name_____ Grade_____ Sex_____ Age___

Home Room Teacher_____

Home Address_____ Phone_____

Father's Name_____ Living at home?_____

Mother's Name_____ Living at home?_____

Father's Occupation_____ Mother's Occupation_____

Ages of brothers_____ Ages of sisters_____

Relationship and occupations of other people at home besides parents:

_____

II. Job Club:

1. Number of times attended (records) _____

2. If attended club:

a. What was the best thing about the Job Club?

_____

_____

_____

b. What was the worst thing about the Job Club?

_____

_____

_____

3. If stopped attending club; Why did you stop attending the Job Club?

_____

_____

_____

4. If did not attend club: Why did you not attend the Job Club?

_____

_____

_____

5. If there were a Job Club again next year here or in high school, would you join? _____ Why or why not?_____

_____

_____

6. If you could have the kind of Job Club you wanted, what would it be like? What sorts of activities would it have?_____

_____

_____

III. Job Course:

Say: Some cities have courses in junior high school or high school which teach pupils about jobs, how to act when you get a job, what kind of education you need for a particular job, etc.

1. What is your reaction (or feeling) to such a course?_____

_____

_____

2. Would you take such a course if you could elect it in high school?

Yes_____ No_____ Why?_____

3. Would you have liked to take such a course in junior high school?

Yes_____ No_____ Why?_____

IV. Attitudes Toward School:

1. Suppose you had won a prize in school this year and that prize was any book in the school library. What kind of a book would you pick?

_____

_____

2. What do you feel is the worst thing about going to school?_____

_____

Why?_____

_____

3. What do you feel is the best thing about going to school?_____

_____

Why?_____

_____

4. What do you expect high school to be like?_____

_____

_____

5. What kind of a program are you planning to take in high school?

_____

Why?_____

V. Attitudes Toward Home:

1. Suppose somebody in your family were to leave for a long time:
   a. Who would you most like it <u>not</u> to be? Why?

_____

_____

   b. Who would you most like it to be? Why?

_____

_____

2. What do you feel your father would like you to do with your life? (Education and job)

_____

_____

3. What do you feel your mother would like you to do with your life?

_____

_____

Knowledge of Occupations Test

UNIVERSITY OF OMAHA
URBAN STUDIES CENTER

Name_____ School_____

_____1. In order to become a carpenter, a man would usually go through the following steps in the following order: (Select a, b, or c)

a. (1) finish high school or trade school (2) journeyman
(3) apprentice (4) join a union

b. (1) finish junior high school (2) apprentice
(3) join a union (4) journeyman

c. (1) finish high school or trade school (2) apprentice
(3) join a union (4) journeyman

_____2. All of the following have apprenticeship prog s except:

a. plumber
b. carpenter
c. printer
d. sales clerk

_____3. To become a medical doctor would require about how many years of training after high school?

a. 4-5
b. 12-14
c. 8-10

_____4. In Nebraska, a work permit must be obtained for children under:

a. 14 years of age
b. 16 years of age
c. 18 years of age

_____5. Match the following occupations with the type of program a person should take in order to prepare for that occupation. Put the appropriate letter from the right column beside each occupation in the left column.

____lawyer
____beauty shop operator
____secretary
____bank teller
____teacher

a. academic
b. commercial
c. industrial

____6. Social Security cards are needed by:
   a. anyone who works regardless of age
   b. only working people over 16 years of age
   c. only working people over 18 years of age

____7. Workers lose their jobs for all of the following reasons except:
   a. carelessness
   b. unwillingness to follow rules
   c. they can't do the job
   d. they are late too often

____8. Check the box which shows how you feel about each of the following statements.

	Agree	Disagree	Not Sure
a. I want to go to college.	( )	( )	( )
b. People should go to college if they want to get a decent job.	( )	( )	( )
c. If it weren't for the money I'll get or the job, I wouldn't bother going to college.	( )	( )	( )

____9. Check the box which shows how you feel about each of the following statements.

a. I can't really see how the English I am studying now is going to help me later in life.	( )	( )	( )
b. I can't really see how the Math I am studying now is going to help me later in life.	( )	( )	( )
c. I would like to learn in school next year stuff that has something to do with jobs and professions.	( )	( )	( )

URBAN STUDIES CENTER
UNIVERSITY OF OMAHA

Post-Questionnaire at Indian Hill School (E and C groups)
May 20, 1968

Name_____ _____ Age_____ Grade_____

Home Room Teacher_____ _____

1. When do you plan to stop going to school?
   at the end of 8th grade ( )
   at the end of 9th grade ( )
   after one year of high school ( )
   after two years of high school ( )
   at the end of high school ( )
   at the end of college ( )
   at the end of a special training program ( )
   which one_____

2. Look at the list of occupations below: Put a "1" next to the occupation you would most like to do, "2" next to the one you would next like to do, and "3" next to the one you would next like to do. Put a line through the word of the occupation you would least like to do.

1. baker_____	12. painter _____
2. food service manager_____	13. plasterer _____
3. milk wagon driver _____	14. industrial education teacher _____
4. retail sales clerk _____	15. truck driver _____
5. stock clerk _____	16. truck mechanic _____
6. printer _____	17. sheet metal worker _____
7. tabulating machine operator _____	18. plumber _____
8. warehouseman _____	19. machinist _____
9. hospital attendant _____	20. electrician _____
10. pressman _____	21. ratio-tv repairman _____
11. carpenter _____	

3. I plan to enter the job of _____ when I finish my schooling.

4. This job requires what level of education? (8th grade, high school, college, trade school, etc.)_____

5. If I could do anything I wanted to do when I finished my schooling, I would_____.
   This job requires what level of education?_____

6. Check the box which shows how you feel about the following statements:

	Agree	Disagree	Not Sure
1. Bosses don't do much for workers.	( )	( )	( )
2. Workers are not as important as bosses.	( )	( )	( )
3. Bosses can be trusted.	( )	( )	( )
4. Workers should "goof off" if they can get away with it.	( )	( )	( )

UNIVERSITY OF OMAHA
--URBAN STUDIES CENTER--

Questionnaire of Valley View School . . . Grades 8 and 9 . . .

Name_____ Age_____

Home Room Teacher_____ Grade_____

(Check one box for each question or fill in the answer asked for.)

1. What kind of work does your father do?

_____

2. When do you plan to stop going to school?

At the end of 8th grade ( )
At the end of 9th grade ( )
After one year of high school ( )
After two years of high school ( )
At the end of high school ( )
At the end of college ( )
At the end of a special training program (after college) ( )

3. I plan to enter the job of _____ when I finish my schooling.
This job requires what kind of education?_____

_____

4. If I could do anything I wanted to do when I finished my schooling, I would

_____

This job requires what kind of education?

_____

5. Look at the list of occupations below: Put a "1" next to the occupation you would most like to do, "2" next to the one you would next like to do, and "3" next to the one you would next like to do. Put a line through the word of the occupation you would least like to do.

baker _____
carpenter _____
electrician _____
food service manager _____
hospital attendant _____
industrial education teacher _____
machinist _____
milk wagon driver _____
painter _____
plasterer _____
plumber _____
printer _____
pressman _____
radio-tv repairman _____
retail sales clerk _____
sheet metal worker _____
stock clerk _____
tabulating machine operator _____
truck driver _____
truck mechanic _____
warehouseman _____

6. Check the box which shows how you feel about the following statements:

	Agree	Disagree	Not Sure
Bosses don't do much for workers.	( )	( )	( )
Workers are not as important as bosses.	( )	( )	( )
Bosses can be trusted.	( )	( )	( )
Workers should "goof off" if they can get away with it.	( )	( )	( )

7. Would you like to know more about the kinds of jobs you can get?
Yes ( ) No ( )

8. Would you be willing to stay after school for a club where you could learn about a job for you?
Yes ( ) No ( )

9. Even though it is too late in the school year to begin an after-school job club, would you be willing to stay one day next week and one day the week after next to talk with a college teacher about the idea of such a club?
Yes ( ) No ( )

10. If the answer to #8 was "yes," please indicate the days of the week when you could stay after school for about an hour and fifteen minutes:

Monday ( ) Tuesday ( ) Wednesday ( ) Thursday ( ) Friday ( )

Parent Consent Slip

Dear Parent:

The Job Club members are taking a field trip on May 8th to study the kinds of work done in a hospital. We will leave Indian Hill School by car at 3:10 p.m. and return to the same place no later than 5:15 p.m.

WE WELCOME PARENTS TO COME ALONG WITH US WITH OR WITHOUT THEIR OWN CARS.

The pupils will be accompanied by me and by members of the Teacher Corps at Indian Hill School.

Please sign the attached slip and have your child return it on Friday.

Thank you.

Sincerely,

Barbara L. Brilhart
Urban Studies Center
University of Omaha

I give permission for my son _____

daughter_____

to go with the Job Club to Lutheran Hospital on May 8th.

_____
Parent Signature